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IDENTIFIERS	*Italy

ABSTRACT

Nine adult education programs being conducted in Italy are described in the case studies in this packet. The courses range from adult basic education to continuing education courses in languages and management. Most are described in connection with the area of the country in which they are offered. The following programs are profiled: (1) public and library--a plan for the education of adults (Federighi); (2) creation of an adult education system in the Molise region (Susi); (3) Center for Continuing Education in the Veneto region (Filippi); (4) education for adults in the earthquake region of Basilicata (Susi); (5) adult education in Bologna (Ricci); (6) adult education for the city of Prato (De Santis); (7) provincial administration of Modena (Tori); (8) University of the Third Age--Orvieto (del Corno); and (9) mass media and adult education in Sardinia (Fabio). Most program descriptions are overviews of the programs being conducted in the regions, with information on budget, population served, and types of courses offered. (In addition to the case description, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors.) (KC)

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ED311175

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: ITALY

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
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Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

For additional information contact: Alan B. Knox, Project Director
264 Teacher Education Bldg.
University of Wisconsin
225 N. Mills Street
Madison, WI 53706, USA

CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

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2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
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24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
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*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
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29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
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29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
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29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
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*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
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*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
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*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
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41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
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41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
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45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
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45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
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29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
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21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
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2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil·Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
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2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
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13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
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*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

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*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
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15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
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A WORLD PERSPECTIVE
CASE COORDINATORS WHO CONTRIBUTED CASE DESCRIPTIONS

ARGENTINA	Professor Isabel Hernandez, CONICET University of Buenos Aires Freire 2185 (Cod. 1428) Buenos Aires, ARGENTINA
AUSTRALIA	S. J. Rooth, Director Dept. of Continuing Education The University of New England Armidale, N.S.W. 2351, AUSTRALIA
CAMEROON	Professor Jean Nyemba Department of Rural Education University Center P. O. Box 222 Dschang, CAMEROON
CANADA	Professor James A. Draper OISE 252 Bloor Street West Toronto, Ontario CANADA M5S 1V6
CHILE	Marcela Gajardo FLACSO, P. O. Box 3213 Santiago, CHILE
CHINA	Dong Mingchuan, Deputy Director 3rd Dept. of High.Ed.,State Educ.Comm. The People's Republic of China 37 Da Mu Cang, Xidan Beijing, CHINA
CZECHOSLOVAKIA	Dr. Kamil Skoda Faculty of Philosophy Charles University Celetana 20 110 00 Prague, 1, CZECHOSLOVAKIA
FINLAND	Professor Jukka Tuomisto University of Tampere Dept. of Adult Education and Youth Work, P. O. Box 607 SF - 33101 Tampere 10, FINLAND

GERMANY, FEDERAL REPUBLIC	Professor Dr. G. Dohmen Institut fur Erziehungswissenschaft University of Tubingen Am Holzmarkt 7 7400 Tubingen 1 FEDERAL REPUBLIC OF GERMANY Dr. Jost Reischmann Institut fur Erziehungswissenschaft University of Tubingen Am Holzmarkt 7 7400 Tubingen 1 FEDERAL REPUBLIC OF GERMANY
GHANA	Dr. Joe K. Ansere c/o Institute of Adult Education University of Ghana P. O. Box 31 Legon, GHANA
GREECE	Professor Michael Kassotakis University of Crete Department of Education Rethymnon, Crete
HONG KONG	Charles Wong 45 Bayview Road Kentfield, CA 94904
HUNGARY	Professor B. Laszlo Harangi Kossuth Lajos tudomanyegyetem Debrecen 10. Pf.17 4010, HUNGARY
INDIA	Professor R. Jayagopal Dept. of Adult & Continuing Education Univ. of Madras, University Buildings Chepauk, Triplicane P.O. Madras, INDIA 600 005
IRELAND	Father Liam Carey, Director Centre for Adult & Community Education St. Patrick's College Maynooth Co. Kildare, IRELAND

ISRAEL	Professor Eitan Israeli Levi Eshkol School of Agr. P. O. Box 12 Rehovot 76-100, ISRAEL
ITALY	Professor Filippo M. DeSanctis via Thailandia, 12 00144 Roma, ITALY
JAPAN	Professor Kazufusa Moro'oka Faculty of Education Kyushu University 03 Res. Inst. of Comp. Ed. & Cult. Higashi-Ku, Fukuoka 812, JAPAN
KOREA, DEMO. PEOPLES REP.	Professor Nam Jin U Research Institute of Pedagogy Academy of Education Pyongyang, DPR of KOREA
NETHERLANDS	Professor Barry J. Hake Department of Adult Education State Univ. of Leiden, Vakgroep andrag. Rijnsburgerweg 157, Leiden NETHERLANDS
NIGERIA	Professor Joseph Okedara Chairman, Dept. of Adult Education Ibadan University Ibadan, NIGERIA
NORWAY	Professor Odd Nordhaug Norwegian School of Econ. & Bus.Admin. Institute of Organization Sciences Helleveien 30, N-5035 Bergen Sandviken, NORWAY
PORTUGAL	Eduardo Figueira Herdade da Mitra 7000 Evora, Portugal Artur Cristavao Universidade de Tras-os-Montes e Alto Douro - Centro de recursos de ensino e Aprendizagem Apt. 206, 5001 Vila Real Codex PORTUGAL

ST. LUCIA	Dunstan Campbell University of the West Indies c/o Ministry of Agriculture Castries, ST. LUCIA
SAUDI ARABIA	Dr. Mohammad Al-Rasheed Director General Arab Bureau for Education in the Gulf States Rhiydh, SAUDI ARABIA
SWEDEN	Dr. Robert Hoghielm Stockholm Institute of Education Department of Educational Research Box 34103, S-110 26 Stockholm SWEDEN
SWITZERLAND	Dr. Hans Amberg, Director Swiss Association for adult Education Oerlikonerstrasse 38 CH.8057, Zurich, SWITZERLAND
TANZANIA	Mrs. Aida Isinika TRDC, Ruaha P. O. Box 254 Iringa, TANZANIA
U.S.A.	Professor Alan B. Knox C.A.V.E., 264 Teacher Educ. Bldg. 225 N. Mills Street University of Wisconsin Madison, WI 53706
U.S.S.R.	Dr. Michail N. Kulis Research Institute of Adult Education USSR Academy of Pedagogical Sciences 8 Kutuzov Embarkment, Leningrad, D-11 191187, U.S.S.R.
YUGOSLAVIA	Professor Dusan Savicevic Bulevar Lenjina 143 Belgrade YUGOSLAVIA

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name PAOLO FEDERIGHI Phone number _____

   Organization UNIVERSITY OF FLORENCE; DEPT. OF ADULT EDUCATION

   Street Address VIA DI PARLONE 7

   City or Town FLORENCE 50123 State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   PUBLIC AND LIBRARY: A PLAN FOR THE EDUCATION OF ADULTS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   UNIVERSITY

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description 1984-

Public and library: A plan for the education of adults.

An adult education programme for the city of Castelfiorentino
by P. Fedonghi

Since 1984 the "Regione Toscana", the University of Florence, the "Comune" of Castelfiorentino, have been working together to look for some real answers to the increasing information and cultural inequalities which discriminate the most part of the population.

This plan ~~interests~~ concerns Castelfiorentino ~~and~~ in regards to its most important cultural infrastructure: the public library.

~~It~~ Usually, the public libraries, and those municipal too, are of use of studious people and of students, here they wanted to remove this prerogative and to link the library to the problems of a new public, such as that one of the workmen, of the women and of the old people, and not by evasive answers, such as only performances, but with the purpose of increasing reading and information of all classes of public.

After 15 years of spreading of the municipal libraries over almost all the 287 villages of Tuscany, there was the exigence to give to the municipal libraries a new social qualification to improve the conditions of reading and information of larger and larger classes of people and, at the same time, "to open" libraries towards new informative frontiers.

Received in English.

24A/2

The village, since it was the nearest to the problems of the population, had to answer to people's needs of information and to establish a local system of information. For University, this exigence had a didactic and scientific value.

As regards the didactic one, there was the possibility to link strongly the didactics to the problems of the society and to the research.

All this was possible through the settlement of a seminar on the education of *adults* and putting it into practice.

As regards the scientific value, there was the interest in studying and practising, through a "research-transformation", the ways by which to be able to begin an upsetting of the "pyramid of the public": that is to say that, the non-public, the pre-public and the potential public could really become the new public.

In short, there were the presuppositions to be able to have an experience of "social University", that is "a public institution (...) not closed in itself and only sometimes or willingly projected towards the outside, but linked systematically to the society for its statement of the researches and of its information.

From now on, the three main phases of the intervention

corresponding to the three years of work, will be considered.
The first phase has been marked by the engagement to put the bases for the following process of transformation and by the characterization of the informative subject on which to start the process.
The second phase has carried into effect the services of the library and has started its operation corresponding to the problems to the new public.
The third phase coincides with the starting of the administration of the interventions by the public.
The first phase has been articulated as follows:
a) settlement of a working group
b) study about the conditions of reading of the population
c) definition of the processes to be followed
d) characterization of the associationism as primary educational subject for the relations between public and library
e) first interventions for the possibilities of intervention of the associationism about the library
f) definition of the plan of work
At the beginning the "Regione" and the "Comune" had applied to the University to have a plan of work.
Therefore, the University formed a working group, with the representatives of the local Organizations and a seminar

formed by students from Castelfiorentino and from the near villages.Then, suppositions and procedures of work were cleared.

Then, studies on the education and the culture in Castelfiorentino were made: the levels of culture of the people, the kinds of associationism and the public and private cultural infrastructure were considered.

On the ground of the results, from which the existence of the associations came out, they decided to start from the information and reading needs of the public already organized in the associations and to direct the plan with them.

Therefore, all associations of Castelfiorentino were invited to a preliminary meeting which had the purpose to show the work and the results obtained until that moment.

A seminar in which all the interested agents had taken part, took into a consideration the definition of the plans and of the procedures.

In that meeting, the plan of work was outlined: it had to increase and to grant the possibilities of informations of the public in Castelfiorentino.

The second phase articulated as follows:

a) adaptation of the service of public reading

b) starting of the information services and instruction

of the people to their admistration

c) development of the possibilities of answer of the library to the problems of the associate public.

d) starting of a star-shaped system of distribution

As regards the library, it was decided to endow the public of the associations, starting from the workers, the housewives and the pensioners.

So the library itself decided to reserve about the 50% of its balance to purchase the books requested by these people and to supply the library with a "small room of news" in which the books chosen could be showed.

First, the associations chose the purchases.

Through the local television, this plan of work was presented to the people.

On the newspapers and on the news of the associations some ads were published. They concerned the books available in the library and those ones to buy according to the requests.

In every main association, a member was nominated: he was trained by the librarian to make some "guided tours" in the library for his members.

Meanwhile, an agreement was stipulated between the local television and a commercial television, on the ground of it, every association which wanted it, could have 30 minutes at its disposal to present its own activities.

Nevertheless, the requests of access in this television were limited.

Then, it was decided to program a course of first notions of television journalism to have in the associations a group of persons who could use this means.

Then, a calendar of educational, cultural and sporting activities was published by the villege associations.

This program was for the following 12 months.

First, this aims to exploit and to let people know all human and material resorts there were in Castelfiorentino.

The collection of news and their publication in a booklet given to all families, wanted to increase the use of the existing possibilities which, in spite of the little village, developed 4-5 activities a day.

Then, the calendar was also a means by which the educative elements of the place and the logic, through which the program went on, could be found.

But the problems caused by the interventions and those ones caused by the non-interventions began to appear.

Therefore, the calendar had to be a means which put the bases of a new programming of interventions.

The publication of a local newspaper, with 4 issues a year, was caused by the wish to give to the library and to the people a means by which people could express their own

opinions. It was a newspaper written by the people.
To give birth to this idea, some courses of journalism were organized.
For its purposes, this experience is very different from the usual models.
Therefore, these courses aimed to define the new ways in which a newspaper, written by the people, proceeds and to give the definition of 'dummy', 'index', 'types', 'way of editing articles', 'spaces', 'choice of the subjects'.
In these courses there has been a frequent renewal which has brought to the presence of more than 100 young people.
And everyone has been able to take part to these courses of journalism.
In every issue we can find some formative spaces.
The second phase ends with the starting of the star-shaped system of distribution, even if limited to some periods of the year.
To let people know more directly about the library and its availability and not to be the exclusive property of a limited public or only of the students, during summertime, some places of reading and of loan, such as public gardens and markets, are organized.
With the "Confederazione Nazionale dell'Artigianato" it is defined the so called plan "waiting-rooms/reading-rooms".
This plan aims to put into practice in the waiting rooms,

such as, in a first moment, in those ones of hairdressers and of beautician, the star-shaped system of distribution of the library.

Every administrator of these shops is informed about the plan of work of the library and in its ways of operation and he himself chooses the books and the magazines to put into his shops.

To every administrator are given some news to be able to present the books and the magazines and also to lend them.

The books are renewed every 2-3 months.

In the third phase, which is that one current, the organization of the public of the library begins: the pre-public and the non-public begin to use the possibilities of informations given by the library and the library increases its own possibilities of answers according to the requests and the development of the star-shaped system of distribution goes on.

In this way the bases for the development in the public of self-governing abilities of administration of the interventions are put.

A plan of work starts with a group of women.

The housewives who are 30 - 40 years old are chosen.

They live in the center of Castelfiorentino and with them an enquiry is made door by door: the plan wants to verify the problems of this part of public and the possibility

to organize answers according to the plan of the library.
All these interviews to the housewives end with a meeting in the library and with the formation of a group of reading and discussion.
Together with the teachers of "Elementary Schools", who complain about the little engagement of the parents in the education of their sons, two classes are chosen.
Also now, an enquiry is made among the parents of the students according to the scolastic education of the sons, and with their formation outside the school, in family, in front of the television, with the toys and also as regards the physical growth.
The results of the enquiry are discussed with the teachers and the parents.
The librarian gives books concerning the individual problems. Of some of these ones are made some presentations, readings and discussions with the same teachers.
In the first year of its publication, the newspaper had heard a lot of people's opinions, but over all of those ones who could speak.
With the issues of the second year, this limit had to be over and all opinions had to be heard.
New ways of work were practicised, such as the organization of the meetings of the groups and the techiques of editing,

such as the interviews and the summaries of the meetings: they wanted to issue a newspaper that hear the opinions of everyone.

The last initiative of the library is the activation of a telephone line whose number everyone can call to have informations regarding the Health Services, the available places of work, the welfare services and the Administrative Services.

This initiative is supported by some voluntary assistents who work there every day, but only in the afternoon.

Together with the "USL", the voluntary assistents, the Employment Agency and several municipal offices have constituted Archives which collect all possible useful news.

This initiative helps itself with the telephone, with indices and card-indices.

But, near this limit, there is the advantage that they don't exclude those people who haven't got modern tec-

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1. Person who prepared this case description

   Name FRANCESCO SUSI Phone number _____

   Organization UNIVERSITY OF ROME

   Street Address _____

   City or Town ROME State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   EDUCATION PROJECT OF MOLISE - CREATION OF AN AD. EDUC. SYSTEM

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN AND OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   REGIONAL GOVERMENT

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers) (REGION)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

24B/1

EDUCATION PROJECT OF MOLISE

FRANCESCO SUSI

TRANSLATION

24B/2

A. Description of the area/environment of the program:

The Molise is the 20th region of Italy, the youngest. Its autonomy came in 1963 with its detachment from the Abruzzo region. situated between Puglia and Abruzzo, it remained outside the economic boom and development that took place in Italy until the end of the '60's. The region can be characterized by its over one hundred small towns and cities, most of them in the mountainous or hilly areas. Of these towns, only Campobasso, Isernia, and Termoli have over 10,000 inhabitants, while 92 towns have less than 2,000 inhabitants. In the past each of these towns was relatively isolated amongst one another, each having its own means of food production and distribution.

The increase in its viability, industrialization, the expansion of the public administration, educational increases to the levels of middle and high school, and the arrival of television, have all started in motion a process of transformation that has tended to change the social, economic, political, and cultural structures that had been in place over a period of centuries.

As far as employment, between 1971 and 1981, there has been a noticeable reduction of agricultural workers (from 58,000 to 40,000) an increase in the number of industrial workers (from 14,000 to 24,000) and a strong expansion in the area of public administration (21,000 more workers) above all in the areas of instruction, sanitation workers and bureaucrats.

24B/3

The per capita income has greatly increased, as have the means and the tenor of the lives of the inhabitants of Molise, in comparison with the Italian middle class elsewhere. With a gradual formation of a system of exchange between the various parts of the region, and the rest of Italy, the region is passing from a culture of isolation to a culture of communication. From the self-sufficient towns of before, the Molise region is passing towards a system of interdependence. The social reality is that many imbalances still exist, and this is underlined especially the process of change that has begun in the area.

B. Objectives and public:

The government of the Molise, in order to increment the possibility of culture for the population, set a goal of creating a net of cultural services diffused capillarily throughout the region, giving all communities, even the smallest, a means of acculturating its people in various ways. This net of services is made of over a hundred cultural operators that are distributed throughout the region that have the task of running the cultural services via the tasks of organization, animation, and formation. Thus there is a large number of professionals at the disposition of the system. If one analyzes the lifestyles of the workers, one can see that their situation and their services were characterized by:

"animator" using a community development approach

-- the lack of professional qualification.

-- the limited nature of their means and structures.

-- the isolation of individual communities because of the scant consideration of their role and their function.

Thus the administration has attempted to supplement this system with professional initiatives. The basic goal is to transform the areas with sufficient qualitative potential. It is evident that the cultural operators (workers) role is of the maximum importance, being called to play a determining role in rendering the system efficient, and at the same time, opened to the participation of the participants.

The cultural operator, the only referent of permanent education, must have the possibility to elevate professional standards that allow them to make a precise reading of the economic, cultural and social context that they operate in order to eliminate emargination, and isolation wherever they are found, to be in complete control of the means and instruments for intervention to eliminate, and if possible, prevent them.

In order to carry these goals out, the cultural operators prepared a program made up of: methodology (1982-83), and the formation of a series of multimedia programs (begun in '84):

- the multimedia class consisted in two parts -
  a. a course of general culture, and
  b. a course on political economics.

These courses had the goals of making the cultural operator capable of:

- utilizing the multimedia approach to create a demand on the

part of the public (for the classes).

- to reinforce and satisfy this demand via the organization and animation of the learning groups, and in general, activities that utilize the multimedia approach.
- to project, in specific situations, classes adapted to different publics, to respond to their different demands, depending on the various disposition of time.
- the control and utilization of the multimedia programs as a resource of didactic complexity, constituted by various structures with different directions, depending on the various didactic support activities available in any given area.

C. Methods:

The principles behind the initiative are those fixed by the European Council:

1. Equal opportunity.
2. Participation.
3. Globality.

The first principle of the equality of opportunity is based on the fact that 'the public', the various cultural groups that are socially disfavored, tend to use cultural and formative (educational) opportunities less when they are presented to them in an 'indifferent' way.

Thus, it is not enough to increase the infrastructure of services, or to give every city a cultural center. The operating

strategy must be that of positive discrimination, to give concreteness to the principle of equality.

Thus the cultural operator must have the means of reaching these groups of socially disfavored or alienated.

The second principle, that of participation, underlines the need of flexibility. Beyond the capillary distribution throughout the region, the service cannot have rigid scheduling. The local administration must determine the schedule in each town to allow for various local factors.

The third principle, globality, is based upon the knowledge that people live in a complex life situation. They are citizen, worker, and family member, all at the same time. The cultural operator must taken into account this complicated situation and must take into account the experience of individuals in order to vie them the knowledge to improve their life and the means to use the acquired knowledge.

D. Means used and the articulation of the program:

Seminars and encounters were set up in different zones of the city.

Seminars - Since the cultural operators are expected to respond to different needs on the part of the public (scholars, youth, workers, women, old people, etc.) the seminars were set up in two phases in order to allow them to be able to satisfy the needs of all.

- the first part was taught by the experts in multimedia

systems.

- the second part was where the operators themselves used and presented the multimedia approach with the help of experts.

The seminars on political economics were taught to the local cultural operators, who in turn, went out and taught the course to other operators in the encounters which took place in various zones of the region. Thus, the operators who could not attend were able to learn, and those who did, got the valuable experience of teaching the course a first time.

Zonal encounters - As another of the objectives to strengthen the self-organizational capacities of the cultural operators, two different initiatives were promoted:

a. Zonal encounters in the zones of Isernia, Campobasso and Termoli, at which regional functionaries and experts of the seminars participated. In these encounters one attempted to confront organizational problems and to confront other problems that had not been considered in depth during the seminars.

b. Encounters that were created to answer the needs of the cultural operators who had not been able to come to the seminars (4 encounters for each of the 3 zones), also for experimentation.

These projects were promoted and financed by the Molise region and the FORMEZ.

F. Evolution of the program: Self-education of the operators.

This was an important objective brought about by the project and was that of self-organization and self-formation of the courses of the operators. We must note that the seminars and encounters for the formation of the cultural operators of the Molise region created a systematic setting in which the operators were called upon to coordinate their efforts and to cooperate with one another. The operators met various numbers of times to reflect upon the different aspects of their work, and also to confront the problems that presented themselves by the use of a multimedia approach. One must note that:

- the operator-teachers gave a noticeable commitment both on the organizational level and also on the level of the function of teacher in a complex disciplinary camp.
- the significant participation and continuity of the resulting operators.
- the relevant support of the regional accessory functionaires for instruction.
- the experiences of the direct utilization of the course of political economics will be taken into consideration in the future.

G. Final evaluation: The consequent results of the first part of the intervention (project) are very positive. The level of free participation on the part of the cultural operators was very high. There has been noted a considerable capacity on the part of the cultural operators in the areas of self-organization and

self-creation of the courses: among the various seminars and encounters for study purposes, assisted by university teachers and experts, the cultural operators met many times autonomously, and in zonal areas, to discuss and to create the individual projects of the different towns that the cultural operators wished to start in their regional areas. Psychologically and socially the cultural operators gained confidence and faith in their abilities in order that they had a better defined functional role in their dealings with other bureaus, organizations or persons that operate in the local communities. In such a way their work was held in greater consideration on the local level.

There has been a constant reinforcement of the realization of the reciprocal bonds of solidarity between the persons who find themselves at work in these areas, people who previously had no ties, and almost did not know of one another, even those who worked at a distance of a few kilometers.

The first experiences of the multimedia programs have been all positive. They have created interest in youth and adults to discuss and analyze the proposed problems, considering the local reality. All of this is a result of the clearly kept notes that each cultural operator takes during the experience of the actuation of the class.

Professor F. Susi

University of Rome

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1. Person who prepared this case description

   Name GIANNA MARIA FILIPPI Phone number _____

   Organization _____

   Street Address _____

   City or Town _____ State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   CENTER FOR CONTINUING EDUCATION - BASSANO DEL GRAPPA (VENETO REGION)

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN; PERSONAL; OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   COOPERATIVE REGIONAL EFFORT

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description 1979-86

24C/1

C.E.P.: Center for Continuing Education -

Bassano del Grappa.

BY

GIANNA MARIA FILIPPI

TRANSLATION

The cultural activities that led to the creation of the C.E.P. began in 1964. In those years Bassano del Grappa was a city that was relatively well off, but with a provincial culture made up of mostly small bourgeois (taking into account that the illiteracy rate was around 75%, according to polls taken during the evening classes for student-workers). After the government required all citizens to have a diploma of at least a middle school level, evening classes were instituted with the dual goal of allowing people to acquire this diploma, but also having in mind the desire to influence the social realm, with the working class being favored.

At the parochial seat of S. Trinita' in Angarano, Bassano, a group of university students with a catholic perspective began approaching the great social themes that were beginning to be debated in those years. Disassociating themselves from their religious background, they began to give their activities an always more political direction. This evening middle school for workers continued at S. Trinita' in Angarano until 1973.

At the same time another evening school for student-workers was started in Bassano, called the 'Popular (people's) school", which was also free, and had been run by a group of university students until 1973, when both of these schools came together as the '150 hour' courses.

After many problems with the misunderstandings of the local administrative authorities, a mixed group of teachers and

student-workers posed the problem of the need to create at Bassano the educational structures which they called 'permanent education'.

In March, 1979 the ALEP was created - the workers association for permanent (continuing) education by the student-workers of the 150 hour courses. The purpose, according to the statute of the group was to respond to the needs of the workers in the following areas - information/culture/refresher courses/creation of professional qualifications/ and coordination of such requests in the territory of the province. Based on previous experiences in other regions, especially the "Torino encyclopedia", the same year a debate on the subject of permanent education was held, with the participation of the '150 hour' students, the ALEP, the Union district confederation for scholastics, with speeches by Dr. G. Dolino, commissioner of the P.I. (-) from the city of Torino, Italy. The ALEP decided then to form 'brief' (mini) courses, (following the example of Torino) for the more populated quarters, and the downtown, holding them in schools and in public buildings.

The courses consisted mainly of arguments such as Economics, The Constitution, The Cinema, Child Psychology, Workers' Rights, First Aid for the Workplace, History of the Workers Movement of the Province of Vicenza, Music for Youth, Speleology, The Rights of the Sick, etc. In the sixty encounters (classes) organized there were a total of 3500 participants. The objectives of these

'mini-courses' were as follows:

1 - to respond to request for culture by the workers.

2 - to create cultural stimuli which the city needs to awake from its torpor.

3 - to contribute to the exposition of the idea that education is not only for youth of school age, but must accompany us for all our lives.

4 - to favor moments of social intercourse, discussion, and comparison.

5 - to close the vacuum between the world of the workers and that of the intellectuals, so that their competence can be at hand for all.

6 - to realize some of the goals of the scholastic district relative to permanent education.

7 - to increment the value and importance of the role that the committees and the quarters themselves play in the city proper.

8 - to open the schools also to adults, creating centers of cultural life.

The committees of the city quarters committed themselves to organizing and publicizing, via their newsletters, to finding and preparing locales for the classes. This was very important to the success of the classes.

With the beginning of the '80's, with a change in the hands of the local administration, even though it is still controlled

one party (unnamed), the local administration has demonstrated its openness to dialogue about the subject of continuing adult education.

Along with the participation by the local council, the government of the Veneto region has also begun contributing financial support, along with increased support from the Scholastic District, the committees of the different quarters, and the Union Confederations.

In May, 1981 the ALEP organized a second debate "Permanent Ed - experiences and possibilities' which gave the possibility to compare different experiences in Piedmont, Lombardy, Tuscany, Veneto, and in Germany, Belgium, and France. Besides representatives from the Italian regions listed, there were representatives for the Popular Univ. of Fribourg, and from the Open University of Charleroi. With the addition of Professor E. Guidolin, University Padova, Professor L. Pagnoncelli, University Roma, and Dr. U. Margiotta, VP for the IRRSAE (undefined) Veneto).

For 1981-82 the CEP started a series of courses of long duration, to go from October to May, which included foreign languages, Italian literature and language, contemporary history, photography, art history, bricolage, and a series of short courses with subjects such as press information, radio, TV, nutrition, history of Bassano, Afroamerican music, encounters with artists and writers, mushroom collecting, and the

psychoanalytical interpretation of adolescence.

At the same time several study groups were formed within the CEP, including a group for psycho-pedagogical research, formed by nursery and elementary school teachers who wished to create the opportunity for refreshing their knowledge. In April, 1981 this group organized an important show of didactic materials at the Palazzo Agostinelli. Called 'games, images, thoughts' it was above all for nursery and elementary education. Between the autumn of '82 and spring '83, using the structures present in the CEP this group organized refresher courses for teachers in nursery schools which were attended by nearly all the teachers of private and public schools in the Bassano district. The course concentrated, above all, on educational and didactic programs including all areas of education seen as goals by the programs of the Italian state for the 'maternal' ('nursery') school. In the spring of '84 they held a convention on religious education in nursery school, with speeches of Professor Vianello of the Association for Religious Freedom, and by Monsignor Catti of Bologna. This convention was an enormous success.

Naturally a representative of the psycho-pedagogical group is part of the CEP Council, along with representatives of the '150 hour' students, who hold close ties with another group, the study group for psycho-motricity, which includes representatives from all of Northern Italy, having as its theoretical leader, the Frenchman B. Aucoutrurier, who is often at the CEP in Bassano.

The research group for psycho-motricity has already planned for a two-year course in specialization in psycho-motricity, open to all nursery and primary grade teachers, which will begin in the '85-'86 scholastic year.

These collaborations with the local councils and the region government have given the CEP greater stability that helps it to maintain a character of pluralism and democracy.

For its part, the CEP has been able to maintain a great vitality, linked to its matrix of spontaneity, along with its capacity to respond to the birth of the ALEP in '64 and its early years.

Above all, the executive committee, elected in '81 and re-elected in '83 showed great capacity of realization, because of the strong ties that hold this group together.

Already during the '81-'82 school year the adult students in the long courses increased to 700, and increased to around 1,000 in '84-'85.

There were several difficulties with some teachers of the 'Manzoni' middle school, a certain minority, who in truth, did not understand the importance of the activities of continuing education evening classes and showed a strange jealousy at the 'double' use of their classrooms.

At the CEP there are refresher courses, with meetings every three months to test the knowledge acquired. At these meetings of 'verification', the Director, the teachers and other

representatives of various groups take part.

In the '84-'85 academic year there were thus varying levels of classes and activities at the Center:

a. Long courses that go from October to May -
One may sign up at the center for these classes, all of which have a very low cost. This gives virtually everyone the possibility to attend the class they desire. For example, the philosophy class costs L.It. 40,000; for a foreign language, L.It. 70,000; for word-processing, L.It. 80,000; for the school for parents, L.It. 50,000/pair.

b. Short courses - organized for the spring every year, according to the request of the general assembly, or the quarter committees, or the programming council, or through questionnaires distributed among the students who attended the various courses. This can also lead to new long courses.

c. Refresher courses and verification for teachers.

d. Conferences, debates, encounters - always more request by the quarter committees and other organizations, for shows, conventions, etc.

e. Research group on psycho-pedagogy.

f. Activities of the research group on psycho-motricity-beginning in '84-'85, there shall be made, in strict collaboration with the Veneto regional government,

24c/9

classes in study and professional requalification. It will begin with a course in business and administrative accounting; and a course in word processing divided into two parts, the first for general word processing and the second a specialization module with three separate goals - administrative application, computer graphics, and constructive technical applications. These three specialty areas are designed to bring persons up to date in the following areas- administrative applications for accountants and accounting analysts; computer graphics, and technical applications for geometrists, architects, and projectionists; also for beginners in the area of graphics and figurative arts, technical construction, techniques for geometrists, building specialists, architects and engineers.

Considering the word processing course, one must remember that the center has its own laboratory for more than a year with ten computers that can serve groups of up to 30 persons.

The lab and the rooms for the theoretical part of the class are held at the parochial center of San Giuseppe di Cassola, rented by the CEP for this purpose, because at the middle school 'Manzoni' since there is no longer room for all of the students who numbered more than 1,000 last year.

The extended courses that will be held in the new year will

be: Italian Language and Literature (1st and 2nd levels), Philosophy (1st, 2nd and 3rd levels), Contemporary History, Archeology (1st and 2nd levels), History of Art (5 levels), Artistic Education, Photography (1st and 2nd levels), Music Education, First Aid, and Parenting School, with 6 levels starting in '85-'85, with an experimental group in '85-'86 for which there will be two levels.

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1. Person who prepared this case description

   Name FRANCESCO SUSI Phone number _____

   Organization UNIVERSITY OF ROME

   Street Address _____

   City or Town _____ State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   EDUCATION FOR ADULTS IN THE EARTHQUAKE REGION OF BASILICATA

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). CITIZEN AND OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   REGIONAL GOVERNMENT

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description 1980 - 1987

EDUCATION FOR ADULTS IN THE EARTHQUAKE REGION OF BASILICATA

By Francesco Susi

TRANSLATION

24D/2

A. Description of the area of the program:

The program area is that of the earthquake zone most hurt by the earthquake of 1980. This includes the communities of Pescopagano, Castelgrande, Muro Lucano, Balvano, Bella, Vietri, Brienze, Ruvo del Monte, with a resident population of 29,463 persons. The area is a typical zone of the 'interior' regions of the deep south. Already before 1980 the area represented one of the poorest areas of Italy, even in comparison with other communities within the same region. In the last 30 years the population of these eight communities has been reduced by 8,795 persons, a decrease of 23%. The average per capita production is only 64% of the region's average. The level of educational competence is very low, if one considers that among the population of those above the age of six, the illiteracy rate is 12.8%, while those who have not finished school is 28.6% and those who have not even completed grade school is 34.8%.

B. Objectives:

- to create a structure by which adult education can be accomplished in order to assure responsiveness to the needs and desires of the population, especially among those with a low level of scholarliness.
- to define, with help from local political social and structural forces local groups, the knowledge and competence (the social and cultural) necessary for the population to actively reinsert themselves in the process of

240/3

reconstruction of the area hit by the earthquake, and at the same time, to bring out and identify the cultural and educational needs most desired by adults. The only means for this project to work was to include, at all levels, the institutions and active forces of the populace.

These objectives have been defined at three different levels -

1) To operate in the earthquake zone an extraordinary formational investment in order to sustain, via adult education, the attempts by the population at reconstruction, contextually bettering the quality of their lives.

2) To experiment, in the area of permanent education, with modalities of intervention in education that take place in homogenous areas, during the development of the zone; to take on the burdens of responding to the cultural and educational needs of the sections of the populace that are economically deprived.

3) To verify the results of the program, in order to extend the opportunity of adult education and its structures to other areas that have suffered from the earthquake (translators note - most of SW peninsula of Italy), even to transfer outright the methods, orientation, and competence to other cultural sectors in areas of regional competence (professional education, continuing education, cultural activities, etc.).

II. The implementation of the project must include the

institutions and local cultural, political and social forces, because they know the area and its problems, because they also have resources that can be used by the project, because they constitute a natural channel of communication with the populace, and because, better than any outside grouping, they are better capable of formulating formative proposals that take into account the problems, situations, and needs of the local populace. With these ends in mind, local committees in the above mentioned communities were set up and included representatives of local institutions and forces.

III. The objectives of the project were defined according to the problems of life and work, according to the desires, needs and willingness on the part of adults. The operators try to define the different aspects of the courses (content, duration, resources, etc.).

C. Results and evaluations:

One of the goals of the project was the possibility to create and maintain via determined principles, methods, and procedures, the levels of the society that are least educated and least professionally qualified. The results were as follows -

The public that the program was able to reach was the following:

- In 1983 the total number of people enrolled was 1,350 in the 57 courses. Out of a total population of 29,436, the percentage total of persons enrolled was 3.49%, but this

number goes to 4.07% if one considers only persons of ten years of age or older (25,213 total) and rises to 5.13% when one considers, as one should, only those of 14 years or older (20,098).

- In 1983 there were a total of 57 courses, that took place from April to July 1983. Of these 57, total of 48 courses were followed to the end of the period, without being abandoned by the 632 enrolled. This represents 3.14% of the population above the age of 14.
- In 1984 there were 37 courses (less than 1983, both for a different orientation of the project, and above all for a late start of the activities) that were followed by 665 enrolled, 3.3% of the population.

Thus we feel that the principles behind the courses and project were validated by the results. The globality of the programs was able to effectively reach and maintain education for the least privileged members of the society (youth, women, retirees).

In 1983 those who enrolled but never attended the courses did so for the following reasons:

- Because they did not understand the proposal.
- Because they were not sufficiently motivated.
- Because the courses gave no diploma of study.
- Because there were no subsidies or tuition grants.
- Because they were impeded by unforseen work or family

commitments.

Those that abandoned the course (having attended at least twice before quitting) did it:

- For subjective reasons (insufficient motivation, work or life problems.
- Because of perceived or actual insufficiencies of the course (didactic methods, class materials, the location of the class, the scheduling of the class).
- Or for other reasons.

Men abandoned courses much more than women (32% verses 28.8% of the women). The women who abandoned the courses did so increasingly when their level of education was lower - those who lacked middle school diplomas, 30.4% of the total abandoned, those with middle school diploma were 28.6%, of those with high school degrees 267.1% of total.

Those who followed the courses all the way to the end had an occupational distribution as follows:

Women - 33.8% housewives/6.1% peasants/retired 4%/artisans and merchants 1.1%/workers 8.4%/teachers 4%/clerks (office workers 7.1%/students 21.6%/unemployed 13.5%/not classified 0.2%.

Men - retirees 22.7%/peasants 24.7%/artisans and merchants 4.8%/workers 15.1%/teachers 2.0%/clerks (office workers) 6.0%/students 17.1%/unemployed 7.2%/unclassified 0.1%.

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We believe that the high proportion of women, youth, and retirees is due to the particularly difficult situations of this part of the populace. Also the number of agricultural workers/peasants is undervalued with respect to the actual percentage in the general populace (less than societal norms).

One can also see that youth and retirees make up a much larger group than adults of an intermediate age.

As far as the educational background of the students - of those that followed the courses until the end had the following distribution -

Men:

- Elementary school completed 19.3%.
- Middle school completed 36.9%.
- Beyond middle school 9.2%.

Women:

- Illiterate and illiterate without diploma 9%.
- Having finished elementary school 24.1%.
- Middle school 48.9%.
- Beyond middle school 18%.

One hypothesis for this breakdown percentage is that while women are better educated, the poor quality of their standard of living, and poor quality of their lifestyle, causes them to want to join.

<u>D1A - page 8 - characteristics of the public</u>.

Of the 37 courses created in 1984 a total of 1,031 persons

enrolled - can be classified into four main groupings:

1. A group of 158 who never attended (possibly from signing up for more than one course and then following the most interesting).
2. A group of 107 who attended the first one or two classes. There were the people who realized that the class was much different from what they had expected.
3. A group of people who attended 3 to 8 classes and then stopped attending. Many reasons were given for this loss of motivation, difficulties in joining in with different people of the group, organizational difficulties (for example the late arrival of indispensible and necessary class materials, or the location in the city of the class), personal difficulties, and disagreements in the way the operators taught the class.
4. The enrolled students who completed the entire course. They constitute 667 persons, or 65% of the total number of enrolled (with 35% for the other 3 groups).

Above all, the programs reached a majority of women - they constituted 70.16% of those who completed the courses. It is possible that it was the nature of the classes (especially sanitary education). It is also probable that this figure reflects the needs of women to find ways to socialize, often not otherwise possible (translators note - given the extremely patriarchal nature of Southern Italian society), that causes them

240/9

to enroll and attend these classes. Thus the problem of the male public remains. It will be necessary to experiment with other course offerings to try and reach them, for example, classes in organized agriculture for farm workers/peasants. We will also have to try to determine whether there are forms of rejection by the society and men in particular against these classes (connected to working conditions, tiredness, the way of life in these regions, how they see themselves, etc.). It should not be forgotten that the absence of a credible prospective of an economic 'renaissance' of the earthquake zone makes it difficult to set up courses with that goal.

Fully 45% of the students fall between the ages of 15-24. This signals an 'anomaly' in the distribution of the public, especially when one considers that the actual percentage of persons between 15-24 is only 17.05% of the total population. If one considers the effective attendance, the highest rate is of the group from 15-19 years (71%) followed by that of 20-24 years (57%).

The level of attendance continues to decrease up to the age of 45-49, until it arrives at 85% at the age of 60-64. This underlines the fact that one of the determining factors that determines attendance is the need for significant social relationships, which is particularly felt by youth and retirees, neither group being committed to work related activities.

The attending students have an average level of instruction

equivalent to 7.76 years of instruction. Those that abandon the program have a level of education equivalent to 10.04 years of study. This is superior to the average median of all those enrolled, but also superior to the attending students who completed the courses. It could be that among those enrolled there is a propensity among those with a level above or below the median to abandon the courses. If one considers that those who attended to the end, 63% are non active. Also this underlines the scarce attendance on the part of males, especially active males. This seems in line with the regional situation where the percentage of inactive persons is 62% in 1981).

D1B - There are two basic types of courses -

1. The short classes, usually from 20 to 40 to 60 hours total.
2. Long courses of 'mise en niveau' of over 200 hours created to give the students a social and professional qualification (begun in 1987).

D5 - Finances - The Basilicata region and the European social fund.

Organizational apparatus:

- 1982 - project given to CNITE (undefined).
- 1983 - direction of the project by the region government with scientific responsibilities given to CNITE.
- 1984 and beyond - completely run by the region government.

Professor F. SUSI

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World Perspective on Adult Education

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1. Person who prepared this case description

   Name MARIO RICCI Phone number _____

   Organization _____

   Street Address _____

   City or Town _____ State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   ADULT EDUCATION IN BOLOGNA

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). OTHER

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   _____

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description 1984-87

24E/1

[Report for 1984-'85]

BOLOGNA - Adult Education

BY

MARIO RICCI

TRANSLATION

24E/2

With the end of the intervention, in 1980, by the administration for the classes of scholastic obligation (classes of recuperation-refresher classes, '150 hours' for workers) an experimental initiative was begun to research intervention in two zones of Bologna (East and West) in a limited nature.

In detail - literacy classes for Italians, Italian for Foreigners, English and French, cultural refresher classes (monographic courses). After four years of experimentation, brought about through the efforts of teachers from the '150 hour' experience and primary schools, questions were posed as to whether or not a permanent structure for adult education could be created or if it would continue experimentally, taking into account that it would not be connected to the legal state of the elementary and middle school teachers.

The following phase found the office of assessor attempting to answer all the needs of the program by calling on teachers from middle schools and by hiring people part-time as needed. This set-up was to prevent a lowering in the number of initiatives, and to continue serving the program as well as possible.

A synthesis of the results is included in the Tables A+B where one can see a substantial equilibrium between the number of classes, students, and also a balance of over L.It. 475 million.

In passing from the old to the new order there were no significant problems. One problem however was the realization

that often, especially with the classes of Italian for foreign workers, there were many times they could not attend for work reasons, or for other exterior reasons. There were also problems with the language classes for military men which shall be discussed later in this document.

List of course activities:

1. Literacy class - reading, writing, and simple math. Total 110 hours. Students signed up - 13/average attendance 9.

...p. 17 section 5 - preliminary elements for a new project.

At this point we wish to identify several problem areas with the programs and what can be done to remedy the situation. There is in fact a certain functional precariousness about the programs in that there seems to be a lack of orientation on the part of the adult students so that the materials and level of didactic profundity may be insufficient for the needs. These may be a result either of problems with organization or with the direction of the methodological impostation. Thus we must ask ourselves which road we wish to take in the future with adult education, a question that is tied to the precise territorial characteristics and of a social nature. The Schwarzian Hypothesis that points to initiatives for adults based on 'positive discrimination', that is, to privilege those who are less privileged culturally. While it is valid in theory, it proves weak when placed into the complex realities of large urban areas. Without negating the effectiveness it has in certain areas (especially literacy

schooling) one must not discount the desires of other parts of the population, who see this classification as arbitrary.

Thus if we accept the idea of adult education that goes in many directions, it is easier to respond to the resultant needs in operation. This means escaping from relative isolation and connecting up with people who are researching education or who have competence in various areas of Culture (example Universities, not single professors).

2. Foreign language courses for servicemen: analysis and discussion. This initiative was started by native-speaker teachers in connection with the Preside superior and the City administration. The experience, although well organized and coordinated, did not have an overall satisfactory outcome. Above all there was a severe problem with attendance, which was infrequent, scarce, or non-existent. Of the 59 students in classes of English (2 classes) and French (1 class) an average of only one-third of the servicemen enrolled attended. Such was the irregularity on the part of the attending servicemen that any didactic program was impeded. It is theorized that there were three main reasons for this failure of the project:

   1 - the selection of those able to participate.

   2 - the scheduling of the classes.

   3 - the nature and duties of military service.

24E/5

1 - Oftentimes during their time of service, the men are shifted from one area of Italy to another in order to have further training, or for the needs of the state. Thus many servicemen who enrolled were shifted during or before the class even began.

2 - The times suggested for the classes by the Military Command are the hours of 5-7 in the evening. The effect of holding the class at this suggested time is two-fold: This cuts into the servicemen's afternoon free pass privileges, and also prevents him from eating the evening meal in the unit mess hall. Thus, in order to attend, the servicemen would be obliged to eat a meal outside the barracks, forcing them to spend what little money they do earn (trans. note: $2-3 day average).

3 - Because of the tendency of the command by its suggestion to hold the classes during these evening hours, and because of the services the men are obliged to perform, it lies in the hands of the Military Command whether it would be possible to correct these difficulties already described.

Adult Education

Community of Bologna - Spring '87 Report

BY
MARIO RICCI

TRANSLATION

24E/7

(EXERPTS FROM LARGER REPORT)

p. 3 As far as the relationships outside of the city, it would be auspicious that the regional and provincial governments express definite directions of orientation, operative proposals, and other useful issues that would create a debate on the themes that are most important to the local bureaus and the region. It is not enough to pass a law that attempts to begin a process of renewal in determined areas, if this is not followed up by concrete initiatives and provisions of support. Up to today this has not happened, rather the communication between the various government departments has suffered grave limitations.

p. 4 While the first group of classes (Italian for illiterates) is in a gradual way dying out (due to many factors that are easily intuited - T.V., improvement of primary education, contained phenomenons of immigration compared to the '70's); the other courses (Italian for foreigners) is growing in importance. Even though all the reasons cannot be known, one can note:

- the continuous flux of foreigners into the city, with intermittent presence and residence,
- there is a great number of nationalities and ethnic groups present.
- there are many different interests and professional motivations.
- that mobility, very periodic in groups that appear stable, must be considered even though the persons have become assimilated into the social fabric.

24E/8

...These factors lead us to believe that it will be necessary to create language courses that operate all year long, excluding July and August, without rigidly fixed scheduling or length, completely different from the normal scholastic model. ...To explain the concept, it is enough to say that in the normal situations, the teacher must take into account the level of language proficiency in each individual student.

p.8 Military sector: Already for three years, interpreting the spirit of a protocol of understanding between the government of the Emilia-Romagna region, and the Military Command of the zone, designed above all to facilitate the stay of servicemen in the city of service, giving them discounts in the areas of sports facilities, cultural presentations, and transport... The experiment was a program of language courses - English and French and a course on computers. The only course that has had a positive outcome was the English course, two classes total, which had good results with attendance and educational outcomes.

p. 10 Culture courses... The interest in courses is particularly high in the areas of practical knowledge (nutrition, medicine, first aid, etc.) with a large presence of housewives and pensioners (retirees).

p. 12 Sector for research and documentation: Notwithstanding a few initiatives in the area of publishing- three class manuals (English for adults, instrumental literacy for Italians, and culture classes from 1982 to 1986), this

24E/9

section of our project has serious funding problems that seem insurmountable...

There are also no existing comprehensive reports detailing the experiences that have taken place nationwide in the areas of non-formal education for adults, nor the contingent materials-publications, statistical materials, study conventions, etc. that would give some idea of the different regional legislation pertinent to this argument. There is also a lack of an adequate bibliography, either in the area of magazines or booklets. There is a lack of promotional initiatives of quality. Since 1983 there has been a project proposed by a group of field experts, for a serious center of documentation, but this has never been taken into consideration, even as a curiosity item. It is certainly out of the question today, especially for the exorbitant cost factor.

p. 13 One provision that cannot be put off and must be strongly considered is a fund of 500,000 lira to meet unexpected office expenses.

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1. Person who prepared this case description

   Name FILIPPO M. DE SANTIS Phone number _____

   Organization UNIVERSITY OF FLORENCE; DEPT OF ADULT EDUCATION

   Street Address VIA DI PARLONE 7

   City or Town FLORENCE 50123 State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   EDUCATIONAL AIMS FOR THE YEAR 2000: ADULT ED. FOR THE CITY OF PRATO

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). OVERVIEW

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   CITY GOVERNMENT AND UNIVERSITY

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

24F/1

VERSO UN DUEMILA EDUCATIVO

Un progetto di educazione degli adulti a Prato

EDUCATIONAL AIMS FOR THE YEAR 2000

An adult education programme for the city of Prato

by Filippo M. De Sanctis

1. Tendencies in the transformation of adult education
2. Overall orientation in programmes and projects
3. General aims within the city
4. Educational agencies
5. The process of programming
6. Short, medium and long-term project aims and chronology of the various phases
7. Procedures for the realisation of the various phases

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the volume EDUCATIONAL AIMS FOR THE YEAR 2000 is in the process of being published

24F/2

The situation of adults education in Italy is characterized by three factors:

a) As far as the need for a reform of the school system, especially of secondary school and university is concerned, the social, economic, and political system is not able to find solutions adequate to the transformation process.

b) The Italian Association of Adults Education explains this situation as caused by a rigid and static vision of the school system. The AIDEA proposes an "adults education bill" which suggests a reform of the educational and cultural system

c) The local authorities are reconsidering their educational and cultural policies; this fosters the planning of interventions in the field of adults educations.

This being the situation , the municipality of Prato has decided to carry out a project of interventions in the field of adults education in order to contribute to solve two fundamental problems:

a) The answer in terms of education and cultural to the trasformations which are taking place in the textile industry, the main and old activity of the town.

b) The need for an intellectual development of the town population at large. This aspiration comes up not only to economic problems, but also to problems concerning social justice, the fostering of creativeness and the general improvement in the living standard of the population.

To such purpose the Aldermanry of Culture has created an adults education service, has allocated substantial funds for the first year (1987) and has established a Convention together with the Chair of Adults Education of the University of Florence.

24F/3

The Chair of adult education of Florence follows a guideline based on the concept of "Social University". Its activity is achieved with the aid of:

a) A close relationship between didactis and research, based on the study carried out in common by teachers and students.

b) A direct link of didactics and research with the problems of the Tuscan population.

c) a methodology based on "Research and Transformation" (R-T).

Following this procedure the Chair of adult education:

a) Has elaborated and submitted to the municipality a project which was approv

b) Has arranged "seminar groups for studies" mainly consisting in students living in Prato in order to achieve the prospecting stage. (January - May 1967)

c) is active in the accomplishment of all the goals of the first stage of the project.

The general purposes of this project are the stimulation of a process leading to the innovation, expansion and improvement in the infrastructure of the territory and in the interventions in the cultural and educational field.

The purpose of the municipality is to guarantee the concrete fruition of the right to study to every citizen of any age, sex and condition.

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The part played by the Comune of Prato and the Department of Adult Education at the University of Florence concerning verification at an experimental level of hypotheses which will be outlined in the following orientations and working procedures.

1. Tendencies in the transformation of adult education

Since it is not possible to extract solutions to problems concerning general intellectual devlopment from the viewpoint of city government, but, rather, from a global perspective, we will point out tendencies in the transformation of adult education at the national and European level, and subsequently refer to them in order to proceed at a local level.

Firstly, the existing reality relating to adult education is reflected as an expression of the past, rather than the present.

Secondly, and as a consequence, a need for a profound renewal is to be felt, in the sense of an overall view which is not limited to sectors or confining, in adult education.

Thirdly, this renewal must not be carried out in a static way; it must be conceived, laid out and carried forward dynamically so that the new system is able to receive and stimulate innovation.

Fourthly, legislation providing for the interconnected organisation of adult education between state, regional and local entities is indispensible.

Fifthly, the adult education system must be linked up, in every way, with the school system, with that concerning professional training, and with the Universities.

Sixthly, the new system must be coordinated with that of the cultural infrastructure (libraries, museums, theatres, music centres, cinetequ es and centres for the electronic elaboration of data).

Seventhly, the public media system (television, radio) must be used also for educational ends.

Eighthly, the part played by associations must be publicly recognised, and in substantial fashion: the phenomenon of associations must be upheld in order to move it in the direction of new undertakings.

Ninth and final point: solutions to problems arising out of questions of status and professionality related to those operating in this area must be found in the context of development of research in adult education.

At the basis of these nine points there is the realisation that, without a large and strong popular movement, the association ceases to be practicable.

2. Overall orientation in programmes and projects

From these transformational tendencies we draw the following general conclusions for orientation in the area of adult education, its infrastructure and methods.

As regards overall orientation:

- the setting up in the city of a public education system for all, and for all ages, must be set as an aim;
- programming must extend over a period which goes beyond that limited by elections of the administrators' mandate;
- adult education as a formative process founded on the concrete possibility of direction and control by the public must be put into practice;
- all those areas which have been gained in the field of education, at maximum potential (from the '150 hours' to socialisation of the school) must be utilised.

2.(1) Concerning the subject of adult education

- Programming should be aimed at a mass formation process, and not just intervention of a sectorial, relief, provisional or aleatory type;
- Options ought to be aimed at problems relating to the formation of the new educational public: manual workers, women...;
- To this end, a start must be made from the urban outskirts, with all the consequences that a decision of this nature implies in the matter of division of expenditures and policy related to the historic centre;
- take on responsibility for the interests of a public which is both transformable and transformer;
- foundations must be laid in the area of public associations related to complex and general educational interests; that is, in order to respond adequately and in time to fundamental problems by means of a social move towards study; and, in order that there may emerge, permanently, new needs in an organised form, which is to say, aimed at the transformation of the public education service in relation to emerging needs;
- divisions in work and between ages must be overcome in educational intervention;
- the intellectual public must be drawn into a collective effort tending towards overcoming present difficulties in cultural production and consumption.

2.(2) Concerning cultural and educational infrastructures

- Cultural and educational infrastructures should arise out of problems related to work and education concerning the new educational public;
- the running, initial organisation and development of cultural infrastructures must be guaranteed for the public, and by the public;

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- before buildings are constructed all available spaces - large and small - already existing should be utilised, both those belonging to private associations and those which are public, in order to reconvert for social use all material and cultural resources;
- before inventing "new" would-be cultural and educational infrastructures, bring into being those that in over a century, and in certain areas, have never been constructed (schools, libraries, museums, concert halls);
- in the construction of the necessary infrastructures (schools, libraries, etc.) the educational process should be founded on the involvement of the public which will use it and run it.

2.(3) Concerning methods

- Emphasis should most decidely be placed on the central importance of decentralised institutions;
- interventions ought to be articulated contemporaneously in all areas of research and formation, thus contributing to the development of a process of forming the mass;
- through an intense social practice of education, and on education, there ought to be a tending towards the gathering together of areas identified with intellectual families (the arts, press, audiovisuals etc.) in relation to the new public;
- response must be made to the problems regarding formation of adults through organised modalities of liberating study;
- molecular procedures in association among the public should be privileged over intervention for the public;
- provision must be made for the formation and specialisation of professional and voluntary operators. The operator must acquire awareness of the modalities relating to socialisation of his own knowledge and power; he must, therefore, learn to disappear in relation to the growth of the public's own capacity to organise itself.

3. General aims within the city

The general aims of the project consist in contributing to the start of a process which will lead to the reconversion, recomposition, quantative and qualitative development of infrastructures, and educational and cultural intervention.
The aims of the Comune are those which will guarantee citizens of every age and condition the concrete practicability of the right to study and culture.

In order to be able to aspire to the achievement of these aims on the basis of facts, the planning hypothesis will make clear two convictions, closely inter-related, on the basis of which it is intended to act.

In the first place, it will not be certainly by the enactment of a scattered intervention, unequal from area to area, in some cases causal even if generous, limited by sector to a cultural area, split by work problems, that will benefit with the enactment of the right to study and, certainly no less, to the installation of a comunal system of adult education.

In second place, it cannot be left to the Comune to act alone in order to effect a transformation in the sense indicated by the final aims of the project. Public institutions, specialised bodies, and cultural associations are called upon to contribute to the realisation of a plan which comes out a real movement.

4. Educational agencies

It is necessary to place in evidence those agencies which, directly or indirectly, are called upon to cooperate in the project concerning adult aducation:

- Agencies dealing in political education: The city council, councillors, assessorships, boroughs, educational and cultural commissions, the Tuscan Region, political parties.
- Functional agencies: Scholastic and cultural administrations, cultural

and scholastic infrastructures, operators, teachers, social workers.

- Agencies of educational cooperation: Associations (unions, cooperatives, cultural, religious, social, recreational and sporting associations).
- Public agencies: Institutions, banks, professional bodies, religious organisations.
- Experimental education agencies: Universities, regional and local research organisations.

5. The process of programming

Programming, considered as a form of individual and collective participation, must in itself be educational.

This involves overcoming a priori divisions between those who programme and those who benefit from educational acts: between those who organise activities and those who participate: those who value and those who are valued.

In other words, it is of fundamental importance that those collective subjects whose character is either elective, associative or representative, be the protagonists in the act of programming, organising and evaluation of activities.

From this there arise five precise needs.

In the first place it is important that there not be set up an organism which programmes and organises from outside, nor should it evaluate activities tending towards final aims in general and annual objectives. Each undertaking, within its different phases, must belong to the territorial organisations associated to the project programme.

In the second place, contribution must be made - above all during the first year, and in particular during the period of initial organisation - to the forming 'en masse' of local educational agents (at the collective or individual level, professional or voluntary).

Thirdly, the educational programme should not be limited strictly to the field of education, but ought to reach out to areas which contain educational elements (production in factories, agriculture, artisans, in the services, health and home).

Fourthly, forms of support for expansion, qualification, growth in the capacity of associations to intervene, should be set up (among the parties, trade unions, cooperatives, cultural associations, civic committees etc.)

Fifthly, programming of annual aims should not contain even apparently a scholastic programme complete with final diploma tied to a pre-established curriculum. The illiterate (of any kind) does not aspire to "literacy", but to becoming more capable, autonomous and, therefore, freer.

Two consequences come out of the above lay-out: that a process of programming in adult education does not arise out of nothing, but out of the reality inherent in its agents and interventions being carried out. Furthermore, from the logic inherent (which can be evaluated) of these subjects and from said interventions, it is necessary to set off before transformation can take place, and in order to reach final aims.

Novelties that the project might induce do not regard single activities, but rather the idea itself: adult education as an instrument of reconversion, recomposition and transformation of the educational system as a whole.

6. <u>Short, medium and long-term project aims and chronology of the various phases</u>.

We have emphasised the difficulties of pointing out real and durable solutions to educational problems of a limited and local character.

In the same way,but in a more revealing manner,a project that is limited in time would not be realisable.

We might say that while the spatial projection is historical,in that it is brought out by actual processes of extension,multiplication and interaction of relationships,the temporal projection is structural in that it is intrinsic to educational processes.

Above all,we know that,even if we have developed to a certain degree the necessity of modifying our attitudes and behaviour,we are not always in a position to be able to overcome the effects - both primary and secondary - of educational elements that formed us to accept a certain habitat.

In second place,in order to acquire new motivations,attitudes, capacities and will to act,we know how long periods needed for modifications are.

At the social level we meet with - for a number of reasons - movements which cut away from the past and attach themselves to the present or future prospectives,but which are blocked both subjectively and objectively.

This leads us to believe that the project is not in a position to be able to plan for the short-term. A prospective of transformation of the educational system must be adopted,but not within a system which is remedial and situational and that today has become scandalous and unbearable.

Only in the long run will it be possible to contribute to overcoming an educational system that arose out of the origins of an industrial society,in order to arrive at the definite solution of present problems.

On the basis of these reflections we are now able to encapsulate synthetically the objectives and length of the project in the short, medium and long-term,as well as the phases of enactment.

As a priority measure we maintain that it is opportune to refer to characteristics of the project that are long-term because,

(12)

with the long-term aims in mind, it is easier to guage medium and long-term projects.

The objective of a long-term project, which hypothetically may be referred to the year 2000, is the installation of a completely new educational system within the overall view of permanent education.

The objective of a medium-term project, to be verified by 1990, is the installation of a local system of adult education, with long-term objectives in mind.

The objective of a short-term project, to be brought to its conclusion by 1988, is that of experimenting the hypothesis, in its various aspects, starting up initial processes, as related to the medium-term project.

The overall period foresees the following articulation:

1. - prospective phase: January-May 1987
2. - propedeutic phase: June-September 1987
3. - experimental phase: October 1987 - June 1988
4. - activation phase: July 1988 - December 1989
5. - Development phase: 1990 - 1995
6. - Transformation phase: 1995 - 2000

7. <u>Procedures for the realisation of the various phases</u>

To sum up the working procedures for the first four phases:

7.(1) <u>Prospective phase: January-May 1987</u>

The commitment made in study will be set towards knowledge of problems arising out of specific local realities, both in terms of objectivity and subjectivity of perceptions and reactions.

The enquiry will be conducted through reconnaissance and by means of requests aimed at the experimenting of solutions to the problems.

A.- The aim of this first phase is the collective formation in the project and programming. This will be conducted through:

a) the gathering of elements that will be useful for a definition of the problems and in order to get to know the amount and quality of resources;

b) socialisation of data, problems and resources;

c) analysis of data and individuation of problems (for example the low levels of schooling, the social dysfunction of cultural infrastructures, educational elements of the health service, etc.); these operations are to be performed if possible by means of seminars in which local administrators, trade union leaders, cultural associations, firms, schools - the social forces of the city - will take part;

d) planning and experimenting the various participations in order to begin solving individual problems; these operations must also be carried out through organised discussion;

e) action taken in order to increase the scholastic level of the adult population;

f) acquisition of knowledge and modalities for the initial overcoming of splits between education and work;

g) redistribution and development of cultural opportunities (at the level of infrastructure and intervention) in order to meet the needs of the non-public.

B. - In the present phase the project will unfold around two axes, rotating in the following way: through the adult education services of the Comune and the boroughs, according to the following attributes:

a) Adult education service:

- collective formation in the project and planning
- coordination of institutions and collective subjects;
- methodological practical formation in adult education;
- information to the population.

b) Boroughs:

- formation in programming and planning in the boroughs and in the city;
- development of scholastic levels;

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- intellectual development and participation of the pre-public and non-public in the undertakings within cultural infrastructures and use of instruments (library, theatres, museums, exhibitions, cinema, tourism, radio, television, videotapes, photography, etc.)

7.(2) Propedeutic phase: June-September 1987

On the basis of indications and evaluations emerging during the prospective phase, the objective of the propedeutic phase is the specialisation of operators, professional workers and volunteers, related to practice in adult education. This is to be realised, in the field through:

a) the formulation of projects for the experimental phase (October 1987 - June 1988)

b) preparation of infrastructures and instruments;

c) methodological specialisation of operators in adult aducation, both formal and non-formal;

d) the drawing up of a '1988 Calendar' concerning educational and cultural activities which will then be sent out to the population.

7.(3) Experimental phase: October 1987 - June 1988

The general aim of this phase is the experimental verification of the project in the field of formal and non-formal adult education, as well as individual and collective behaviour regarding proposals for educational innovation.

Projects in various areas are at the same time to be carried forward as laid out in the '1988 Calendar of educational and cultural activities'.

At the end of the experimental phase each single experiment will be evaluated along with the project itself through the following procedure:

- gathering up and publication of all elements - quantitative and qualitative - that may be useful for evaluation;

- short courses aimed at the evaluation of single interventions regarding the various problems;
- socialisation of results arising from evaluation,and discussion in as many centres as possible;
- start of planning for activation phase;
- publication of the 'Report on the project development and prospectives'.

7.(4) Experimental phase: July 1988-December 1989

After the initial phases there will be a tendency to select fields of intervention and methodologies,develop productive fields,and introduce new fields and areas in order to respond to solutions to the problems.

From the carrying out of the experimental phase there will,presumibly, be a number of verifications.

Data relating to existing potentials in the civic area,for example, will confirm that adult education is not a pure expression of theory; it does not respond to canons that are presetablished and to be taken out of some prestigious manual.

It will then be confirmed that,also,one sole organism constituting a system of adult education is illusory; or,rather,that a project for refoundation will exhaust itself in the sum of many - even though distinctive - interventions directed at specific parts of the public, in different areas,realised by public organisations or private associations. It will not,in fact,be the sum total of numerous activities that will constitute a system,in the real sense,of adult education.

Rather,it will be the constructive and elaborative process of works, projects,and methods capable of responding with educational facts to educational problems. This process cannot be improvised; nor can it be left to the impossible spontaneity of a conditioned society. It must be foreseen and programmed in libertory function,in the foreseeing

of new methods of distribution and cultural and educational consumption. This implies a methodology that must be explicit in its correlation of problems and resources, public and private (associations) interventions.

The educational problems that in this activating phase of the project mean to face up to a programming at the level of the entire comunal territory, take their departure from the analysis of economic and demographic data, correlated with those relative to levels of schooling and to typologies in educational and cultural consumption.

Besides educational problems emerging from analysis of the economic reality, from the demographic, cultural and scholastic realities, the existing territorial potentialities have been encapsulated. These potentialities are objectively quantifiable from an examination of the activities that the public, organising itself in the form of associations, has promoted, or, rather, initial undertakings promoted by public or private organisations in which the public has participated.

The part played by the boroughs both in planning and in the carrying out of experimental projects will be made clear.

Thus, in the period between July and September of 1989, the bases will be laid by means of projects and conventions for:

a) a continuous increase of the levels of schooling in the adult population;

b) the constitution of formal institutions in secondary schools and universities, open to adults;

c) the foundation of organic relationships between scholastic institutions and centres of production through the institution of courses alternating "study and work" and "work and study" connected to the problems of technological development;

d) the consolidation of the process of the redistribution of cultural wealth in relation to the new public.

The project will continue with the tasks of:

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a) specialisation among operators;

b) collective formation linked to the transformation of the formal and non-formal educational system.

This will take place through the realisation of a programming that will tend towards the creation of an experimental adult education system.

The terms of such a system cannot be defined a priori or ideally. They will emerge from preceding experiments and from the educational process developed in the city having as its aim, in the broad sense, the right to study among the adult population.

From the basis of such a system, first experimental and then increasingly stable (which is to say: capable of self-correction and improvement) there will emerge, in the developmental phase and in the transformational phase, the possibility of starting a process which will lead to a system of permanent education.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name VANNA TORI Phone number _____

Organization _____

Street Address _____

City or Town _____ State or Province _____

Nation ITALY

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PROVINCIAL ADMINISTRATION OF MODENA

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). J. PERSONAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

PROVINCE

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ nationwide

7. Year(s) covered by the case description 1984-87

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Provincial Administration of Modena -

Results of the Triennium 84-87

BY

VANNA TORI

TRANSLATION

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In order to prepare better programs for the future we have analyzed the situation and experiences of the programs on the part of the Provincial administration and the communities. This analysis shall concentrate on the cultural activities of the programs and shall leave aside the programs for music and band. The music programs are already predetermined by the region, province, and city governments along with money for the courses- 2,500,000 lira for the band courses; 1,500,000 lira for the instrument courses, and 900,000 lira for the choral courses. As the total monies from the Province must be distributed between the music classes and the cultural courses, the Province must perform the delicate operation of deciding where these funds must go. Also for this reason we have decided to analyze the cultural courses in order to understand the causative links between funding and results and to evaluate the possible need for modification of the system of regional contribution.

1. Participating Communities:

In the triennium under consideration, only 13 communities out of 47 (38.3%) in the province of Modena presented projects for adult education. In the first year and the second year the participating cities were 10, and the second year 12.

From the preceding list one can see that five communities (Carpi, Modena, Fiorano, Guiglia, and Vignola) presented projects in all three years; four cities (Finale E., Soliera, Campogalliano, and CastelFranco) had activities in either the

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first two or second two years; the remaining eight communities presented projects only for one year. Subdividing the communities by scholastic districts, one can see that all of the communities of the district had some education activity of adult education; but not all in an equal manner. The communities that are most present are those in the 17th and 18th districts, with 55% of the communities of the district; district 21 (71.5% of the communities); and in general the communities on the plains area; while participation in the districts in the mountainous areas is much lower (22.22%) except for the community of Guiglia. It is important to note that some communities seem to express the tendency towards making adult education a permanent service. This is demonstrated particularly by the five communities that presented projects all three years.

2. Projects Presented:

One can notice that even though they have not increased by much in comparison with the first year, there has been an increase of +25% in the proposed projects. In each annual program, those projects which were aimed at the parts of the population who are socially or culturally deprived were purposely favored, especially the interventions carried out by the lesser (smaller) communities, which are notoriously poorer in cultural opportunities in comparison with the middle sized communities. In the first year, 9 projects were accepted (39% of the total presented); the second year, 30 (88.25% of those presented); and

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in the third year, 40 projects (90.9% of total presented), a total of 79 projects (78% of the total projects presented over the three year period). The overall interest of communities has risen greatly. Overall the projects admitted concern - the community of Carpi, 25.32%; the communities of the district of Mirandola, 5.07%; for the community of Modena, 29.12%; for Fiorano in the district of Sassuolo, 24%; communities in the district of Pavullo (Montano), 2.5%; for the communities of the district of Vignola, 13.93%.

3. Contributions and Outlays:

The costs sustained by the communities in the 3 years considered have a total of 203,406,800 lira It.:

- 1984-85: 54,376,000 lira It. (26.73%).
- 1985-86: 68,655,000 lira It. (33.75%).
- 1986-87: 80,375,800 lira It. (39.52%).

This includes the outlays of the cities and the fees of the students. The regional contributions were 70,186,000 lira It. (34.5% of total). The first year contributions were 12,317,000 lira It. (22.65% of total); the second year 25,717,000 lira It. (37.4% of total); the third year were 32,152,000 lira It. equal to 40% of the total costs. One can see that with the gradual rise in the number of projects there has been a gradual rise in the amount of contributions by the province. It is important to note that the cost of the adult education activities has not been high at all, because of the initiative of many communities to

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regulations, sanitary regulations, organization of sanitary and social services, organization of cultural services, etc.

8) Figurative arts - architecture, sculpture, painting, craftsmanship of varying materials, etc.

9) Expressive arts - literature, dance, music, singing, mime, satire, theatre, variety shows, etc.

In the three year period:

- six cities instituted courses under the area of 'health' for a total of nine courses, 11.39% of the total - with a level of funds at 11,857,500 lira, 16.9% of the total.
- eight cities had courses that fell into the category of science technology, with a total of 15 courses, 18.99% of the programs, with funds at 10,253,000 lira (14.61% of total).
- three cities had courses in "communication-information," with 25 projects, 31.65% of total projects with funds at 6,503,000 lira for 9.27% of total.

One should note that only Carpi and Fiorano, highly industrialized areas, had foreign language classes. Evidently these classes are much more necessary in industrialized areas where professionals need to communicate with foreign countries to sell or communicate.

The thematic areas that were most important were -

- communication and information - 31.65% of the programs.
- science and technology - 18.99% of projects.

charge fees of the course 'users'. The fees are not possible however in the case of persons with difficult social and cultural situations. Beyond this it is unthinkable, even considering a possible large fee contribution by the 'student-users', that it will be possible to maintain an organic and permanent service without a greater disposition of funds. The actual scarcity of funds impedes, at present, ulterior development of the projects or an increase in the quality of the initiatives.

4. Main areas of study:

There are courses that fit into one of the following nine categories:

1) Health - sanitary education, preventative medicine, nutrition, the aging process, and the body, etc.

2) Social transformation - history, social history, economic history, local history, folklore, etc.

3) Ecology/environment - environmental ecology, ecology, territory and environment, geography, geomorphology, natural sciences, biological sciences, civil protection, etc.

4) Educational and thought sciences - philosophy, psychology, sociology, anthropology, etc.

5) Communication and information - mass media, book production, foreign languages.

6) Scientific and technical - chemistry, mathematics, informatica, astronomy, etc.

7) Sciences of legal rights - civic education, administrative

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- health - 11.39% of programs.
- figurative and expressive arts - 8.86% each of total projects.
- social transformation/environment-ecology - 7.59% of projects.

The areas of educational sciences, and legal rights are those that were least experimented with by the cities, making up only 2.53% each of the total projects.

5. Data about course attendance and attendants:

Although we expressly requested that the communities involved provide data regarding the use of the programs, many did not respond to our request or some provided only partial information. However, the information gathered seems indicative and express general trends, and we feel that these are sufficient to determine ulterior developments in the areas of adult education.

5.1 Enrollment and attendance:

Out of a sample of 28 classes the enrolled were 672, while those attending were 583. Thus the level of attendance was 86.75% and the 'mortality rate' was 13.25%, which are very satisfactory; but it seems that they should be compared with the attendance/mortality rate of the scholastic courses of the F. P. (trans. undefined). One should also note that the attendance levels for several courses (informatica, environment, literacy, and local history) was 100%.

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5.2 Attending students by age groups:

Of the 583 attending students:

- 319, or 54.72% of total number were ages 26 to 45.
- 70, or 12.1% were between the ages of 25 and 35.
- 39, or 6.69% were under 25.
- 13, or 2.23% were between 20 and 50 years old (translator's note: possible error in original transcription).
- 9, or 1.54% between the ages of 45 and 55.
- Only 66 or 11.32% are age 56 and above.
- The group of those beyond 65 is 10.63%.
- 11.49% of the total had an unspecified age.

These data indicate that the vast majority, 77.19% of the total, were under the age of 55 (450 students); while only 11.32% were over 55 years old. One should also note that the age group of 46 to 55 is relatively small, 3.8%; those from age 25 to 45 represent 73.41% of the total number of students. While we can see that the largest group is that of 25 to 45, one can also see that there are numerous older retirees that attend the courses. This fact leads us to believe that it is necessary to direct more courses towards the aged.

5.3 Professional status of the attending students:

We have attempted here to gather some indications of the work status of the attendants and which courses they preferred. While 284 students did not specify their profession, the remaining 299 seem to represent enough information to compare the

various categories of attendance in the different courses. 58.86% of the students were active professionally, while 41.14% were not. Thus the majority of those who attended were working.

Among those who frequented the course, the highest number was among office workers and managers - 32.44% of the total, of which 20.74% were clerks, 9.03% were teachers, 1% were functionaries, and 1.6% were cultural operators and technicians. Workers represented 22.07%, while merchants, artisans, and professionals represented only 4.35%. The category of retirees is that which appears to most attend the courses out of the non-working population. retirees present 20.74% of the total, followed by students, 6.9%; housewives, 5.02%; unemployed, 1.34%. 7.36% of those attending were prisoners, invalids, or those released from O. P. (trans. undefined). If one graphs the ratio of professions to the courses followed, one finds that those in professional categories tend to attend overwhelmingly the science-technology courses, while housewives, unemployed, and retirees prefer the courses on social transformation. The environment-ecology courses are well attended by office workers, workers, and unemployed, while professionals, merchants, students, and housewives did not attend these courses. The courses on communication and information are attended by, from the working groups, workers; while from non-working groups, by housewives, retirees, invalids, and those released from O. P. (undefined).

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The courses in figurative areas are chosen exclusively by professionals, with the exclusion of technicians, direct agricultural cultivators, housewives, and retirees.

It is obvious that to keep hands on the 'pulse' of the situation it will be necessary to institute a more accurate surveying service regarding the use of the adult education courses, hopefully with auxiliary help from the communities involved and the interested associations, in such a way that we may make more correct evaluations that will allow us to create programs that respond better to the needs and realities of the adults concerned.

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1. Person who prepared this case description

   Name LUCIO DEL CORNO Phone number _____

   Organization _____

   Street Address _____

   City or Town _____ State or Province _____

   Nation ITALY

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   UNIVERSITY OF THE THIRD AGE - ORVIETO

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PERSONAL

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   _____

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description 1986-87

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UNI 3 -

University of the Third Age

Orvieto

BY

LUCIO DEL CORNO

TRANSLATION

The UNI 3 has had a great success, already in its third year, with over 200 students of the '86-'87 year. This number of 'users' is much more significant when one considers that: 1) Orvieto has only 22,000 inhabitants, and 2) there were no means of transport for the afternoon and evening hours. It is probable that if there was the possibility of school buses the number of users would have increased greatly. One must note above all that the 'health education classes' have grown continuously larger (this year about 100 people) showing that the contents and didactic methods are those desired by the people.

The meaning of the rate of attendance at the UNI 3 -

It is the combination of many factors, above all the openness to learning and to teaching, and the possibility of 'recreating' a favorable learning climate. There is the possibility to approach culture and learning without fear, the desire to better one's own knowledge, and to share one's own special knowledge; and there is the possibility for socialization among the participants of the class.

The desire for experiences, culture, and sociality is not connected to one's age, as is demonstrated by the varying ages of those enrolled; nor is it connected to similar social or cultural backgrounds; but can be seen as the need for a new place to meet people, the need for new stimuli, the possibility to escape the daily routing (the major part of those enrolled are housewives or pensioner/retirees), the need to destroy certain barriers of a

cultural natures such as scientific language (with the course on health education and the classes for foreign languages), revisiting literature and poetry with the classics and the course 'art and its languages' and reevaluation of the dialect with the course in Orvietan linguistics.

One of the most exciting aspects of this program is the voluntary nature of the people who participate both as teachers and students. It is difficult to interpret these facts, but it seems that it is in some way connected to the recent initiatives in the areas of ecology, or politics. This seems to be a phenomenon that reflects another phenomenon of a larger nature that is crossing Italy. It is the desire, or better, the need on that part of people to participate and to be present and accounted for, to be actors not just the objects of social-cultural events in the reality that surrounds us (example: initiatives for a clean Rome, for the banks of the PO, etc.).

The classes that were organized this year were:

Health education/Art and its 'jargon'/Linguistics: words, language and dialect in the Orvieto region/Foreign languages.

There are also plans for beginning a study group for research into Orvietan cooking and traditional festive holiday traditions.

All along the CISEP (trans note: undefined) had a role to coordinate and propose new ideas.

<u>Analysis and programs of the courses</u>:

The program of health education has a big place for nutritional education because of the important role it plays in prevention. Nutrition has today acquired so may complex aspects that the choice of one kind of nutrition over the other becomes without any question a cultural act.

Education that modifies improper eating habits, and learning to nourish oneself in an appropriate manner, is one of the objectives we set for the class.

Art and its 'jargons' is a course that intends to confront the diversity of artistic expression (narrative, poetry, painting, music) and the relationship between them in a given historical period.

Speaking of art in its various manifestations does not seem a purely academic objective, because it responds to the possibility to bring oneself closer to, or to revisit culture (refresh oneself with), demonstrating how the diffusion of culture in its various forms is always a tool for social and personal renewal.

The decision to dedicate a class to the words, silences, and themes of the Orvietan dialect testifies to the will to not lose such a rich cultural patrimony, and to rediscover together the subtleties of the dialect, facing the homogenization caused by the national language. The Orvietan dialect should not be looked at with nostalgia or something to recover or guard it artificially, but should be used in an experimental way as an

24H/5

element of authentic communication as a manifestation of our autonomy, as a means of innovation. The language classes are intended to provide the simple instruments of communication for daily situations and to amplify the possibility of socialization via the small pleasures one experiences at understanding the meaning of a word pronounced by a tourist, and at understanding the many neologisms that are present, already today, in journalistic language, and even to the point of being able to interpret a strange word found on publicity manifests or on one of the many food containers that we come across, or to be able to not be perplexed by publicity that almost always today, in Italy, contains terms borrowed from another language (especially English).

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

   Name MASALA FABIO Phone number 070/664059

   Organization SOCIETÀ UMANITARIA

   Street Address VIA MACOMER 26

   City or Town CAGLIARI State or Province SARDEGNA

   Nation ITALIA

2. Check whether this case is based on

   (X) an actual program

   (X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   MASS MEDIA AND ADULT EDUCATION IN SARDINIA

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). PERSONAL, CITIZEN

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   REGIONAL MINISTRY OF CULTURE

6. Basic characteristics of service area

   A. SARDINIA geographic size (such as square miles or kilometers)

   B. 1,5 MILLION population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ worldwide

7. Year(s) covered by the case description 1960-1982 → 1988

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MASS-MEDIA AND ADULT EDUCATION

In the summer of 1966 during a course organised by the Sardinian Humanitarian Film Society, in which numerous associates and cultural bodies participated, the idea to establish an educational film library for adult education was born. The result was the Sardinian Film Library which has been expanding steadily ever since. In 1982 more than 1,850 feature films and documentaries were loaned out to 332 groups

We, as workers in the Film Society, see adult education not only as general continuing education available in all geographical and social areas but as the "contrôle social" (control exerted by participants in groups) on the educational aspects of contemporary society- formal, non-formal and informal; in the field of production and consumption; on family relations, leisure activities and everyday life in general. The fundamental issue for our organisation is the "contrôle social" exerted on the educational provision by the public concerned.

All formal and informal bodies including schools, cultural clubs, libraries, trade unions, socialist parties, local communities, social centres, city-quarter committees, works councils, district university and church committees and family study-groups may borrow material from the film library free of charge and without obligation. The borrowers are especially encouraged to work together with the library staff and to take part in the management of the film library. Such endeavours include: organisation of group discussions, training courses, seminars and conferences; preparation of information sheets and film catalogues, film series, documentaries, film shows and the management of general activities.

One of the most recent initiatives has centred around the research to determine if the "contrôle social," fundamental to adult education, is evident among cinema-goers and television viewers. It has often been said that

24J/2

one of the principal issues concerning adult education and more specifically basic education today is learning new languages, or better said, participating through new languages in the creation of a contemporary culture.

This learning can also be dangerous if it is limited to learning what "his master's voice" instructs - the language of superiors used to give orders and to demand obedience. (Participation is also not always positive; for instance, the participation in war and racist activities.) We must strive for participation without subordination in which one neither serves nor is served. People have both a desire and a right to creative critical participation. The strong, but not always easily recognisable pedagogical power of the mass-media, however, has the opposite effect. This is the power which we must oppose in order to make the public the author in the world of the mass-media.

CINEMA

The Sardinian Film Library operates on a regional basis, which means that the countryside should not be disadvantaged compared to the cities. To further economising at local level and to avoid discrimination due to financial discrepancies in the borrowers' means, there is no charge made for the loan of material. As a public institution the film library promotes opportunities for working with the public i.e. the associations, and is based on the principle of group management.

It was on the basis of this approach, then, that work on basic education aided by audio-visual materials was set up within the framework of the "150 hours" educational leave for workers. During the 1982-83 school year 47 documentaries and 86 feature films were loaned to 18 schools set up for these courses. The time spent using this material corresponded to the amount of each type of material on loan; i.e. 1/3 of the time was spent on documentaries and 2/3 on feature films; 33% of the documentary films covered scientific themes and 66% historical and social themes. When considering the relatively scant use made of scientific documentaries we must admit to a dearth in the film library in this area. This reflects the general situation in Italy where there is always difficulty in stimulating efficient and modern scientific education; moreover, these films are often platforms for general scientific issues instead of being didactically-based documentaries.

As far as feature films are concerned, the discussion is very complex as there are 2 different methods of use, neither of which are very well differentiated. Very often tutors use the same film for different purposes. In order to make a precise distinction (based more on logic than practice) we can assume that feature films are used as aids for teaching political or social history from the wars of independence up to the present day and for stimulating discussions. Such discussions are valuable for teaching linguistics, especially in stimulating the facilities of understanding, analysis, expression and synthesis of ideas, as well as in discussing particular themes such as drugs, Sardinian autonomy and strikes. Finally, they have a socialising function within the groups of worker-students and may also facilitate contact between the youth and senior citizens, men and women and people from different cultural backgrounds.

In any case, of all the 86 feature films approximatley 55% is used as aids in teaching the vital content of the history syllabus, whereas the remaining 45% is used especially for free discussion assignments which are not so closely bound to the official syllabus. We must, however, emphasise that since the 2 categories are not completely separable, it may happen that a film intended for learning history may also be used as a stimulative to the socialising aspect in a group having difficulties with group-work.

As already mentioned, in stimulating the method of discussion around films propagated by the film library, we strive to make the public the author. One way is in the following method of presentation as proposed to the tutors:

- organization of the cultural event;
- presentation of the film;
- viewing of the film;
- discussion of the film in several phases -
  a. latent phase in which the spectators are expected to come to their senses again after being hypnotised by the film and to prepare themselves to join together with others and start a discussion;
  b. investigation of the discussion area by means of significant elements in the film, e.g., characters, music etc.;
  c. identification of the important elements;
  d. definition of the meaning of what was experienced;
  e. evaluation of the experience (and the film) with self-evaluation of the group;
- development of the cultural event itself.

This method incorporates the essential components of the scientific process: observation, hypothesis, verification and definition. (These components are, naturally, always found in combination and cannot be distinguished in practice.) It should again be noted that the method is both more realistic and useful when the group as a unit enters frequently into the complete experience of discussion.

We also made 2 types of information sheets - an introductory one for the public and a discussion sheet for the animateur. The easy-to-read introduction sheets contain objective information about the director, cast and facts about the film e.g. prizes it has won, whether it is a commercially or a co-operatively produced film, difficulties with the censor or the government and sometimes official announcements from the director.

The sheet intended for the animateur is often very complex and detailed. There are various models employed in drawing up this information One is the use of the "critical reprint," a dossier of critical reviews taken from newspapers and cinematography magazines; another uses the script or a filmography of the director himself ("biofilmography") and yet another approach employs the "discussion dossier"

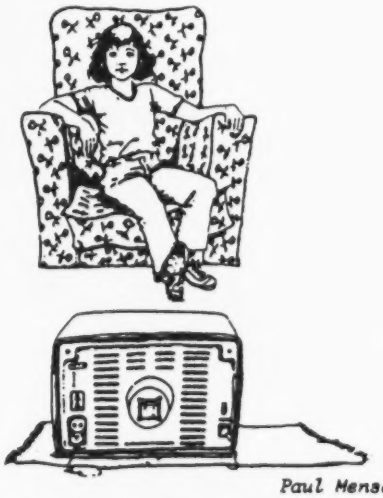
model with essential information on the political/social situation as described in the film.

The last approach to be mentioned is the model, "popular culture," with information on the cast and the biofilmography of the director, the historical background of the era in which the film was made, the film-script analysis of the characters, dramatic structure, style and, finally, suggestions for the animateur. It is this last type of information sheet which is specially geared to the method of discussion: a procedure proposed by the Sardinian Film Library and incorporated into the experiences of the Federation of Film Clubs.

The compilation of the information sheets is undertaken by working groups in co-operation with the public within the framework of adult clubs or schools. Discussions in the various groups are co-ordinated on a rotating basis by different persons. On the basis of these experiences, which are discussed in the groups (i.e. a collective self-evaluation), a draft information sheet is drawn up which, again, is jointly discussed before the final edition is made.

TELEVISION

Questions on methodology, theories and practices are still more difficult to answer with regard to our second example, television.



Paul Mensas

It Italy the TV medium uses its position to broadcast continuous propaganda on the political ideas and the way of life of the majority, or better said, the groups holding the real power in our society.

This is a very important issue for adult basic education and for that reason we have, since 1960, tried to promote "collective social control" on TV. In 1970 we succeeded in founding a League aimed at controlling radio and TV broadcasting. Further, we mounted large protest-meetings against TV for workers in Milan and Rome and set up group studies on "how the TV talks about the workers," coupled with a continual 2-week assessment of all the TV broadcasts on the 2 government channels. There are still more intensive assessments made in the weeks in which pre-referendum campaigns on divorce and abortion take place. Finally, assessments are held on all the radio and TV programmes providing information on political campaigns in the electoral districts, regions and municipalities. This work, certainly very interesting and important, but also very laborious is, today, even more difficult because of the explosion of private TV with about a thousand broadcasting stations.

We believe, however, that it is interesting to become familiar with our method of work especially with regard to the informative programmes, as it may be possible to apply a few of the experiences elsewhere. We started using newscasts in our courses for trade union education for workers. In these courses the participants first viewed the news after which lengthy informal discussions took place during the lunch break.

Later, small groups in Milan and Bologna started to make inquiries into the structure of the TV newscasts. Soon we suggested to the adult workers in the courses the setting up of more systematic discussions based on the TV information programmes. Through these discussions - always very animated and interesting - we were slowly able to ascertain consistent forms in TV newscasts. We then undertook to draw up sheets to assess TV newscasts. After many trials it was found that some parameters we used were difficult to utilise as they were either not well-defined or too complicated. The single sheet which we ended up with can be illustrated as follows:

Number	Time	Presentation method x)	Comment
		studio/ exterior	

x) Can be indicated by appropriate symbols:

speaker (|), interview (▶)
photograph (⁄), film (▮), map (⊂),
chart/graph (⌀).

Using merely this questionnaire, a watch and a pen, a very exact assessment during the newscast can be made. In just 10 minutes one can classify all news items into various categories - e.g. foreign politics, national politics, economy, trade unions, news diaries, etc. This assessment is very simple and efficient. During the courses for the assessment groups as well as in trade union training and 150 hours programmes we use the following scheme:

- viewing of the newscast	25 minutes
- completion of the questionnaire on the newscast	5 minutes
- discussion of the newscast	30 minutes
- introduction of the sheet prepared by the animateur	15 minutes
- new discussion on the newscast using the sheet	20 minutes

- examination of the results of the questionnaire, and comparison of these results with those of the sheet and the discussion — 15 minutes
- programming the following assessment — 10 minutes

CONCLUSION

Both the examples have served to demonstrate that an organised "social control" - the most fundamental and principal facet of education permanente is possible even in relation to the educational influence of the mass-media - unknown, hidden and elusive as it may be.

We are today all slaves of the mass-media. We must, therefore, learn now to liberate the slave who thinks he/she is already free. In other words, we must liberate ourselves together with the others and with methods that can be employed by everyone everywhere.

Fabio Masala
Società Umanitaria-Cineteca Sarda
Via Macomer 29
09100 Cagliari
ITALY

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VOLUNTARY WORK IN THE HISTORY OF CINEMA CLUBS IN ITALY

According to the Ministries of the Interior and of Labour there are approximately 15,000 voluntary associations in Italy with some three million members. To this should be added cultural activities dependent on voluntary work, which are equally numerous. They are not, however, formally recognized or supported by national legislation.

One exception is Law no. 1213, passed in November 1965, which, in Article 44, explicitly sanctions "the recognition by decree of the Minister for tourism and the performing arts of national associations to which the following groups belong ... cinema clubs ... An annual grant will be given to recognized Associations of cinema clubs"[1]. Thus cinema clubs enjoy legal recognition and receive financial grants, not merely for special productions, projects or activities, but as comprehensive support for their social function as recognition of the fact that they are voluntary cultural associations. This is a completely new point of departure for Italian legislation.

Given the paucity and ineffectiveness of State programmes, voluntary work plays a significant part in the various areas of cultural and educational activity. Why then are the cinema clubs the only voluntary cultural associations to have their activities recognized and supported by legislation? The answer to this question can be found in the history of Italian cinema, especially that of the Italian Federation of Cinema Clubs (Federazione Italiana dei Circoli del Cinema - FICC), the first and still the biggest and most active organization of cinema goers in Italy[2].

The cinema clubs, the precursors of ... and the projects initiated by the popular education movement in the early years of this century[3], are a product of postwar Italy. Their work had the important aim of providing Italians with the information and opportunities for cultural exchange which 20 years of fascist dictatorship and five disastrous war years had denied them. Almost everywhere it was the voluntary cinema clubs which popularized culture, encouraged participation and stimulated discussion among the often illiterate popular masses. In this way they made a valuable contribution, especially to the civil and moral reconstruction of Italy.

Unfortunately this enthusiastic period of research, debate, dedicated voluntary work and widespread public activity was of short duration. In the "cold war" years the work of the cinema clubs consisted of defending the national popular cinema (especially Italian neorealism). It was a daunting task, tackled enthusiastically and with a determination to resist current cultural trends[4]. However, the movement suffered from the sectarianism of some members and some clubs closed down. Faced with political difficulties and the impact of mass culture the movement became fragmented and sterile.

In the 1960s the FICC emerged from the crisis with policies which still encouraged voluntary rather than professional work in the "cultural" industry, in the south and countryside rather than in the north and city. In this way it developed a profound practical and theoretical interest in the new cinema-going public composed of many manual workers and women. These were years of preparation, research, experiment, obscure underground work and repeated attempts to solve problems hitherto unknown. The voluntary organizations now showed their true worth, came to grips with the problems and overcame their isolation. This meant producing programmes which were not concerned only with the history of the cinema and film criticism, but which examined the cinema globally in connection with the education of adults and young people in the school and the factory, at the cinema and on television. The problems of film production were not seen merely as aesthetic or cultural matters but as a global problem of critical self-training of the people to speak and respond[5].

Thus the FICC was developing its strategy still further along the same lines as was the Italian workers' movement, which was showing increasing maturity in its objectives and strategies for achieving them. The attainment of the right to "150 hours"[6] of study is evidence of this. It was during this period (1972/6) that the cinema clubs campaigned for the reorganization of the Venice Cinema Festi-

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val to make it more democratic and enable more people to participate. In addition they organized the Television Control Groups, thus extending their sphere of activity to include the full range of audiovisual entertainment[7].

This "second birth" of the FICC, however, was also of short duration. A major reason for this was the use of extremism and terrorism in films, and the government's readoption of bureaucratic methods of control and the limitation of the activities of associations. The Federation of cinema clubs reacted to both old and new difficulties by striving to increase the membership of voluntary cinema clubs and improve the quality of their work.

Today, however, the FICC's strategy is still based on voluntary work. This must be continued and extended in the south - with the new cinema-going public, consisting of manual workers, women and alienated youth, and by the setting up of regional cine-centres[8]. In order to cope with the increasing difficulties involved in cultural work the FICC is turning to professional animators. An increased number of paid animators in the public bodies is a necessary condition but not sufficient in itself. It would be foolish to try and do without the voluntary associations, quite apart from the serious financial problems this would pose. On the other side there are two projects which must be tackled if a revival of the cinema and an improvement of technique are to be achieved: an intensive programme of adult education is needed to develop the intellectual awareness of the masses to avoid participation of only the privileged classes; at the same time a nationwide programme is needed, aimed at improving the performance of voluntary workers. Both these projects, however, must take into account the extremely rapid changes taking place in the field of audiovisual mass communication and the international dimension of this field. Consequently at the congress of the International Federation of Cinema Clubs the Italian FICC suggested that a research project on changes be carried out with the media audience[9].

This proposal was accepted by the international organization and work has already started[10]. This project has led to more extensive and in-depth discussion, some of this even touching on the whole question of the rights of the mass-media audience.

Thus the Italian voluntary cinema clubs have shown that they are not going to let themselves be pushed around by the communication multinationals. Using as their weapons the power of collective and organized knowledge, committed voluntary effort and free creative intelligence they are fighting against a mediocrity which aims at minimizing culture and maximizing profits.

Fabio Masala
Società Umanitaria
Via Macomer, 21
09127 Cagliari
ITALY

1 See the publication *"Come si costituisce un circolo del cinema"* (How to set up a cinema club) FICC, Rome, January 1981, enclosure no. 2.

2 Nothing has been written about the FICC. Indeed in the history of the cinema, at least, the role of associations and voluntary groups has been completely ignored, apart from one Giampiero Brunetta, who in his *"Storia del Cinema Italiano - Dal 1945 agli anni ottanta"* (History of the Italian Cinema - From 1945 until the 1980's) Editori Riuniti, 1982, dedicates one chapter to what he calls "Le stagioni dell'associazionismo" (The association seasons)....

3 The "country people's day" consisted of film showings in the Lombardy countryside organized by the "Società Umanitaria" (Humanitarian Society). See "L'Umanitaria e la sua opera" (The Humanitarian Society and its work), by various authors, Milan, Scuola del Libro, 1923, and "La Società Umanitaria" by Riccardo Bauer et al. Fondazione F.M. Loria Milano (1893-1963), Milan, 1964.

4 See Mino Argentieri, "Circoli del Cinema e Politica" (Cinema Clubs and Politics) in *Occhio Critico*, new series no. 7, November-December, 1967.

5 See Filippo M. De Sanctis, *Pubblico e associazionismo culturale* (Cultural Associations and the Public), Rome, Bulzoni, 1976.

6 See Filippo M. De Sanctis, Une conquête des travailleurs italiens: les 150 heures (An achievement of Italian workers: the 150 hours) in *Perspectives*, quarterly education magazine UNESCO, Vol. III, no. 2, 1977.

7 See Fabio Masala, "Mass media and adult education" in *EBAE NEWSLETTER* no. 1, 1984, and Filippo M. De Sanctis, *La Vidéo-libre en Italie* (Free Video in Italy) Conseil de l'Europe, Strasbourg, 1976, and also in *Filmpraxis* by various authors, Cagliari, Fossatano, 1970.

8 See Filippo M. de Sanctis and Fabio Masala, *Pubblico e cineteche. Nuove frontiere del lavoro educativo all'uso del cinema* (Cinema-going public and cine-centres. New horizons in educational work on the use of the cinema). Rome, Bulzoni, 1983

9 The text of the research proposal in English and Italian can be found in *Occhio critico*, new series, no. 2, April-June, 1983, pp 17-21.

10 See Fabio Masala's *Pubblico e comunicazione audiovisiva* (Audiovisual communication and the public), Rome, Bulzoni, 1986.

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GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.